Faculty and Staff Handbook

FLORIDA GATEWAY COLLEGE

Greetings from the Disability Services Office team!

The Disability Services Office (DSO) is a resource for both students with disabilities as well as faculty. Students with disabilities in need of academic accommodations must first be registered with the Disability Services Office to verify the disability, establish eligibility, and determine reasonable academic accommodations.

After registering with the DSO, students must request their academic accommodation letters be sent each semester to their instructors. Upon receipt of the letter, the instructor will be available during office hours or via email to discuss the accommodations a student will need during the course.

Students with disabilities who are not registered with the DSO or faculty who may have questions or concerns regarding an accommodation, please contact the office at the following:

In person: Building 17, Room 21
Phone: (386) 754-4393
Email: disability.services@fgc.edu

Remember, we are here to assist you. If you have any questions or concerns as you work with students you know to have disabilities or who you suspect may have disabilities, please contact the office and we will be happy to assist you. Thank you for helping Florida Gateway College in providing students an inclusive educational environment!

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VISION

The Disability Services Office team at Florida Gateway College is committed to assisting students with disabilities in receiving services which provide an accessible and inclusive educational environment for the purpose of promoting independence and self-advocacy as a means to reaching one's full potential while ensuring compliance with all state and federal ADA laws and guidelines.

THE LAW

As an FGC employee, your knowledge and understanding of key legislation for students with disabilities moves us one step closer to a more universal design of learning where accessibility and inclusion is the standard.

Americans with Disabilities Act (ADA)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Section 504 – Vocational Rehabilitation Act

Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

Each Federal agency has its own set of section 504 regulations that apply to its own programs. Agencies that provide Federal financial assistance also have section 504 regulations covering entities that receive Federal aid. Requirements common to these regulations include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations. Each agency is responsible for enforcing its own regulations. Section 504 may also be enforced through private lawsuits. It is not necessary to file a complaint with a Federal agency or to receive a "right-to-sue" letter before going to court.

For information on how to file 504 complaints with the appropriate agency, contact:

ADA – COLLEGE RELATIONSHIP

The relationship between the state and federal ADA laws regarding students with disabilities and the college is not complicated. The ADA sets the guidelines and the college complies with them in order to provide an equal educational opportunity to all the students who attend FGC.

A *student with a disability* is defined by ADA law as one who:

- has a physical or mental impairment that substantially limits one or more major life activities of the individual;
- has a record of such an impairment; or
- is being perceived as having such an impairment.

Upon verification of the student's disability, the college is required to provide accommodations because it is:

- a public facility and
- receives federal funding

Accommodations and services are determined on an individual basis. Students are provided reasonable accommodations that are directly related to their disability. As a result, accommodation plans may differ from person to person.

STUDENT RIGHTS & RESPONSIBILITIES

Student Rights

- To an equal opportunity to participate in and benefit from courses, programs, services, and activities offered through the College.
- To an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
- To appropriate confidentiality of all disability related information and to choose to whom, outside of the college disability related information will be disclosed, except as disclosures are required/permitted by law.
- To information, reasonably available in accessible formats.

Student Responsibilities

- To meet qualifications and maintain essential institutional standards of course, services, and activities.
- To self-identify as an individual with a disability when an accommodation is needed, and to seek information, counsel, and assistance as necessary.
- To follow published procedures for obtaining information, services and reasonable accommodations.

COLLEGE RIGHTS & RESPONSIBILITES

College Rights

- To identify and establish essential functions, abilities, skills, and knowledge for courses, programs, services, and activities, and evaluate students on this basis.
- To request and receive, through the Disability Services Office, current documentation that supports requests for reasonable accommodations, academic adjustments, and/or auxiliary services.
- To deny a request for reasonable accommodations, academic adjustments, and/or auxiliary services if the documentation demonstrates that they are not warranted, or if the individual fails to provide appropriate documentation.
- To select among equally effective reasonable accommodations, adjustments, and/or auxiliary service.
- To refuse an unreasonable accommodation, adjustment, and/or auxiliary services or one that imposes an undue hardship or fundamental alteration on a program or activity of the College.

College Responsibilities

- To provide information to students with disabilities in accessible formats upon request.
- To ensure that courses, programs, services, and activities when viewed in their entirety, are available and usable in the most integrated and appropriate settings.
- To evaluate students on their abilities and not on disabilities.
- To provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary services for students with disabilities in course, programs, services, facilities, and activities.
- To maintain appropriate confidentiality of records and communication, except where permitted/required by law.

REGISTERING FOR SERVICES

In order for the Disability Services Office (DSO) to accommodate students at Florida Gateway College, students MUST register with the DSO. An Intake Form must be completed by the student AND appropriate documentation must be submitted by a doctor and/or a licensed professional to verify the presence and impact of their disability.

Appropriate clinical documentation must substantiate the disability and present evidence to establish a rationale supporting the need for accommodations. **A school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report.** If the requested accommodations are not clearly identified in the diagnostic report, the DSO will seek clarification and, if necessary, more information. The DSO will make final determination of whether appropriate and reasonable accommodations are warranted and can be provided to the individual.

For conditions that are subject to change over time (including health related disorders or psychological disabilities) the student may be asked to provide updated documentation for his/her file on an on-going basis in order for accommodations to be continued.

INTAKE
The Disability Services Office will follow a timeline that allows for one week (from the date we receive the report) to review the report and/or diagnostic evaluation: after which, we will schedule an appointment to meet with the student and discuss the request and appropriate accommodations (if necessary).

DOCUMENTATION
In order to provide reasonable, effective and appropriate academic accommodations to students at Florida Gateway College who have disabilities, the Disability Services Office requires students to provide recent (*within the last three years*), relevant and comprehensive medical documentation of the disability and the disability's impact on the student's participation in a course, program, or activity.

"A reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to obtain equal access. Equal access means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact."

~ Section 504 of the Vocational Rehabilitation Act & the Americans with Disabilities Act (ADA)

The student will also have the opportunity to discuss the impact of the disability on his or her academic performance, as well as discuss what accommodation have or have not been effective in the past.

Therefore, the documentation provided by the student must include the following information:

Documentation from Professionals

- Documentation reflects a specific diagnosis or condition and the current functional limitations or academic barriers presented by the disability; i.e., how does the disability create a barrier for the student academically?
- Include a DSM-V code where appropriate.
- If medications are taken, identify the side effects that impact academic performance.
- Typed letters on official letterhead, psycho-educational evaluation reports (with scores), or neuro-psychological evaluation reports (with scores) are preferred. Letters must be signed by an evaluator qualified to make the diagnosis, and include information about license or certification, background and area of specialization.
- Documentation must be dated and signed by the physician or evaluator.
- The college reserves the right to request updated documents at **ANY** given time to best serve the student.

- Hand written notes on prescription (Rx) pads are not sufficient.
- Individualized Educational Plans (IEP) and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient documentation.
- Documentation written by family members is not sufficient.

NOTE: Please see DSO for guidelines related to a specific disability.

ACCOMMODATIONS

During the intake appointment, the coordinator and student will discuss and determine the necessary academic modifications, adjustments, and/or auxiliary aids and services that will be needed to ensure academic access for the student.

Academic accommodations refer to changes in the academic environment or the way in which things are customarily done to ensure students with disabilities have equal educational opportunities to participate in the most integrated settings possible. **Provisions of academic adjustments by postsecondary institutions do not require institutions to lower academic and technical standards or substantially modify essential requirements.** (See Appendix A for academic adjustments and accommodations)

Academic Adjustments refer to changes in the academic environment and academic exams for students with disabilities.
- Alternative testing
- Relaxation of attendance/tardiness
- Scribe for exams
- Calculator use for exams
- Personal assistants
- Service animals
- In-class breaks from prolonged sitting
- Leaving and returning to classroom on occasion
- Priority seating as necessary
- Placement of adjustable tables and/or chairs in classrooms as necessary

- Setting up accessible computer workstations
- Use of adaptive software or devices during exams

Aids and Services refers to effective means of communication for students with disabilities.
- Audio recording or transcription/captioning in-class lectures and class discussions
- Note-takers refers to supplementing class notes or audio recording students with disabilities create with notes from another source
- Adaptive technologies refers to software or devices that compensate for functioning disabilities affect
- ASL interpreters
- Alternate format textbooks
- Handouts in alternate formats
- Audiovisual presentations in alternate formats

Academic Modifications refers to changes in academic requirements (e.g. course substitutions and waivers) for students with disabilities.
- Substituting specific courses or course work as a requisite for completing degree requirements. There must be a documented disability in that subject area.
- Extension of length of time established for completing degree requirements
- Adaptation of the way a specific course is conducted

PERT / CPT Accommodations

Computerized Placement Tests (PERT/CPT) administered at Florida Gateway College measure entry-level skills in the areas of writing, reading, and mathematics to ensure appropriate course placement. The PERT and CPT are not timed and therefore automatically accommodate students who require extra time. Students who require other accommodations or test administration modification must make those arrangements with the Disability Services Office prior to taking the placement tests.

FACULTY RESOURCES

Suggested Syllabi Statement

It is suggested that a statement similar to the one below be included in the syllabus for each course:

I'm available to discuss appropriate academic accommodations that you may require due to a disability, in compliance with college policy and equal access laws. Except for unusual circumstances, requests for academic accommodations should be submitted during the first week of the semester so that arrangements can be made. Student submitting such requests must be registered with the Disability Services Office in building 17, room 21 for disability verification and determination of reasonable academic accommodations.

Effective Communication Strategies

Simple misunderstandings can be a source of conflict between people who are different from each other in some way. Poor communication is the cause of many such situations. The absence of effective communication and feedback may give rise to a perception of discrimination. Better communication at the onset of the relationship is one way to offset this. Better communication, while not a panacea, can help to reduce the scope and severity of misperceptions.

This section is designed to help when interacting and communicating with people who have disabilities. In a college setting, it is important for faculty, staff and students to show the same understanding and support to students with disabilities as they would to other students. While there is really nothing extraordinary about meeting and communicating with people with disabilities, using the suggested behaviors could bridge some of the perceived and real differences that exist between people with and without disabilities.

Effective communication and consultation are often vital to students' adjustment and success at college. The following strategies are important for communicating effectively with students who have disabilities.

- Use person first language and refer to students with disabilities, students who are blind, etc. Person first language emphasizes that you view students with disabilities as individuals and it avoids labeling.

- When interacting with students with disabilities, students' individuality rather than their disability, should be the focus of communication. Only refer to a student's disability if it is essential to the conversation.

- Avoid using words which imply pity for student with disabilities, such as "suffering from", "victim of", "unfortunate", "afflicted with."

- Emphasize abilities, not disabilities. Say, "uses a wheelchair" rather than "cannot walk" or "confined to a wheelchair." A wheelchair provides new opportunities id does not confine.

- When describing a person without disabilities use "non-disabled" instead of "normal". "Able-bodied" is less appropriate because it implies that all people with disabilities have physical disabilities.

- Avoid patronizing stereotypes that imply students with disabilities are courageous in the face of adversity, patient, endowed with special gifts as compensation for their disability, or childlike.

- Speak directly to the student with the disability rather than the person who may be assisting them.

- Ridiculing a student because of a disability, either in class or one-to-one, is obviously demeaning. Equally demeaning is an attitude that is patronizing or shows fake enthusiasm for a student's contributions. Students with disabilities require the same sincerity and professionalism you would accord all students.

- Ask students with disabilities for suggestions about ways in which you might be able to help them work effectively in your course. Students with disabilities are likely to have already found that certain strategies are effective for their particular situation.

- Confidentiality is an import issue. When you assist a student with a disability, it is extremely important to respect that student's privacy. Do not make comments about them to other students or your colleagues.

- Include a statement in your syllabus that notifies students with particular requirements that you are available to talk after class. The statement should notify students that in order to receive accommodations they must be registered with the Disability Services Office. This approach preserves students' privacy and indicates that you are willing to provide assistance.
- Do not make students with disabilities discuss their needs in front of other people.
- Keep an open mind and avoid skepticism or hostility.

Accommodation Services
Exam Accommodations

- Extended time – The request for extended time (typically 1.5x) is one of the most common accommodations for all disability groups. Students may need to use assistive technology or services that require additional time. Also, students with learning disabilities may require extra time in order to process and comprehend the information on the test or to write their answers to test questions. This does not mean extended preparation time for exams or for out of class assignments, except in rare instances. Unlimited time is not recommended, unless this option is available to all students.

- Scribe services – Exam scribe service is provided by DSO staff and involves physically writing/typing the student's answers verbatim or filling out a scantron answer sheet according to the student's instructions.

- Alternate format for exam access – This may include large print, Braille, tactile graphics, or audio format exam material.

- Computer access – Students may need technology, such as print enlargement, reading support adaptive software (screen-reading), speech recognition or a spell-check program, available through the DSO.

- Distraction-reduced testing environment – Some students may require a low distraction environment due to concentration issues, or they may need to verbalize exam questions or responses.

Recording Lectures

Reviewing material presented orally in class may be a vital aid for some students. Faculty have the right to protect intellectual property and ensure that the use of recordings are for the sole use of the student as an accommodation. Students approved for the accommodation of audio-recording are required to sign an audio-recording agreement that protects the rights of the instructor and students in the course.

Note-taking Assistance

Students who have difficulty taking notes due to physical, processing, or sensory limitations may need a copy of class notes from a note-taker. Notes are not a substitute for attending class. Students are expected to pick up their notes in a timely fashion. If notes are not picked up, this service is subject to being withdrawn. Note-takers do not know anything about the student they take notes for and they should not actively participate in the class. Note-takers must demonstrate appropriate classroom behavior.

Sign Language Interpreter

The DSO contracts with qualified sign language interpreters to facilitate communication in the class setting and for meetings and events. When working with an interpreter, it is important that the instructor speak directly to the student, not the interpreter. There is a processing time for the interpreter to interpret the message from English to sign language, or vice versa. When responding to questions, or seeking comments, it is useful to allow for enough time for the interpreter to accurately interpret the message. Team interpreting is used when the class is more than 60 minutes long or is particularly complicated. Interpreters cannot answer personal questions about the student, interject personal opinions, or assist a student with schoolwork. They only facilitate communication.

Alternate Media

Classroom materials, textbooks, and college publications can be made available in an alternate media format for students who have a print disability. These

include print enlargement, audio format, electronic text, Braille, and tactile graphics. Students who benefit from alternate formats will work with the DSO to identify accessible formats for textbooks, but faculty assistance is required for ensuring accessibility of online assignments or assessment interfaces, handouts, overheads, and other materials. We work to ensure materials are available in accessible formats before the class session in which they are to be used. If requested, please provide an early syllabus for students needing textbooks in alternate format, so the DSO can plan for the order of materials to be converted.

Adjustable Furniture in Classrooms and Labs

The DSO arranges for placement of adjustable tables and alternative chairs in classrooms and labs.

Service Animals

The Americans with Disabilities Act defines service animals as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who experiences seizures, reminding a person with mental illness to take prescribed medication, calming a person with Post Traumatic Stress Disorder during an anxiety attack or performing other duties. Service animals may not be excluded from the Florida Gateway College facilities. If you are unsure if a dog in your classroom is a service animal, please contact the DSO.

Personal Attendant

Florida Gateway College is not responsible for locating or paying for personal attendants. The College recognizes that in some instances, personal attendants may be necessary. Attendants perform the functions for which he/she was hired (e.g., personal care duties such as turning pages, giving medication, retrieving books, etc.). Attendants should not actively participate in the class or in conversations between the student and faculty, staff, or

other students. Attendants must demonstrate appropriate classroom behavior.

TECHNOLOGY AUXILLIARY AIDS

Students with disabilities who strive for success at college need to become experts about their own disabilities and what strategies for accommodating those disabilities serve them best in the postsecondary educational setting.

Adaptive technologies (AT) refer to software and/or devices that enhance the ability of students to gather, manipulate, understand, and use information. By utilizing adaptive technology, students with disabilities should not only consider these skills as essential in securing equitable access but in ensuring more successful outcomes.

Learning Disabilities or Multisensory Impairments
Kurzweil
Multisensory language system that enhances reading comprehension of students by reinforcing word retention, pronunciation, vocabulary development, visual tracking, and listening skills through the conversion of text to an auditory form with highlighting.

LiveScribe
Brings notes, words, and ideas to life through a smart pen that makes it easy to connect paper and pen to the digital word and fundamentally changes the way students capture, access, and share what is written, drawn, and heard.

Blindness or Visual Impairments
JAWS (Job Access with Speech)
Screen reading program providing synthesized speech output that enables students to auditorily access and navigate any Windows operating system and productivity application features.

ZoomText

A screen magnification/document reader application that enhances task independence by allowing students to magnify the monitor desktop and listen to icons, menus, and text via synthesized speech.

Hearing Impairments

Windows Media Player Captioning Feature

Accessibility feature that allows users to view captions for streaming audio and video presentations. That feature is found in Media Player Play by clicking the Play menu then pointing to Lyrics, Captions, and Subtitles, and then clicking On if Available.

Windows SoundSentry and ShowSounds Features

Accessibility features found in the Windows Control Panel Accessibility Options. These features generate a visual warning when the system makes a sound or displays captions for the speech and sounds programs make.

Roger Pen and My Link

An easy to use system that switches between different types of sound pickup automatically. It has a Bluetooth connection for wireless listening devices.

Neuromuscular, Neurological, Orthopedic, or Other Disabilities

Dragon Naturally Speaking

Continuous speech-recognition application that enhances independent productivity of students by allowing them to dictate directly into word processors, e-mail, and other productivity applications, as well as operate and navigate the computer solely by voice commands.

Window MouseKeys

Accessibility feature found in the Windows Control Panel Accessibility Options that allows users to control the pointer with the numeric keypad on the keyboard.

Windows StickyKeys

Accessibility feature found in the Windows Control Panel Accessibility Options that allows users to activate a necessary key combination by pressing one key at a time rather than all of the keys at the same time.

Windows FilterKeys

Accessibility feature found in the Windows Control Panel Accessibility Options that allows users to set Windows to ignore repeated keystrokes, quick keystrokes, or to slow down the repeat rate.

Windows ToggleKeys

Accessibility feature found in the Windows Control Panel Accessibility Options that allows users to set Windows so a tone is heard when Caps Lock, Num Lock, and Scroll Lock are pressed.

APPENDIX A – Most Common Disabilities on FGC Campus

Learning Disabilities		
Examples	Dyslexia, dyscalculia, dysgraphia, dysphasia, auditory figure-ground perception, auditory sequencing, auditory sequencing, auditory memory, visual figure-ground perception, visual discrimination, visual memory	
Description	Permanent neurobiological disorder that affects the manner in which information is received, organized, remembered and then retrieved or expressed. Persons with these disabilities possess average to above average intelligence.	
Behaviors Displayed	Inability to perform within norms in: Oral language – understanding, word recall, grammar, pronunciation; listening comprehension; Written expression – spelling errors, sentence structure, organization and development; Basic reading skills – slow reading rate, lack of retention, tracking skills, difficulty on syntax on tests; Difficulty with maps/charts; mathematical reasoning and calculation – basic operations, number reversals and confusion of symbols, copying problems, concept of time; Social skills – spatial disorientation, low frustration level, low self-esteem, problem resolution; study skills and time management.	
Common Accommodations	Reduced course load Extended time to complete in and/or out of class assignments Extended time for testing Non-distracting environment Use of specific colored paper for handouts	Taped textbooks Tape/digital recording Readers Assistive technology (calculator, spell-checker) Formula sheets

Attention Deficit Disorder/Hyperactivity	
Examples	There are two main types of ADD/ADHD. There is also a third type which is a combination of the two. Hyperactive-impulsive Inattentive
Description	A neurobiological condition characterized by inappropriate levels of hyperactivity, impulsivity, and inattention. Although ADD/ADHD is not a learning disorder itself, it is frequently seen in individuals who have a learning disability.
Behaviors Displayed	Hyperactive • Move and fidget constantly (external or internal) • Talk nonstop • Have trouble with quiet or seated activities • Often act without thinking about the consequences of their actions • Have trouble taking turns and/or often disrupt activities and conversations • Have trouble controlling temper outbursts Inattentive • Appear to not pay attention to details or to listen when spoken to • Daydream a lot • Be slow to process information • Struggle to follow instructions • Not sustain attention long enough to learn something new • Have trouble completing homework • Misplace things needed to complete tasks • Become bored easily • Be poorly organized
Common Accommodations	Morning schedule of classes Front-of-class seat Use of assignment organizers and planners Step-by-step directions Structured lists and schedules ADD/ADHD coaching (organizational and time management skills)

Traumatic Brain Injury (TBI)		
Examples	Some common causes of TBI are from motor vehicle accidents, falls, physical assaults and violence or abuse, sports or recreational accidents, and military related injuries.	
Description	Injury to the brain caused by external force to the skull when the head abruptly stops moving and the brain smashes into the hard surfaces of the skull. Injuries may be in specific locations or be diffused to many different areas of the brain.	
Behaviors Displayed	Level of seriousness ranges from mild to severe resulting in a wide range of challenges. These challenges include but are not limited to loss of memory, speed of thinking, spatial reasoning, cognitive/perceptual communication, motor abilities, conceptualization, psychosocial behaviors, sensory perception, socialization, and physical abilities including speech impairment and seizures._x000D_ In addition, individuals with TBI experience difficulties in exhibiting good judgement, self-monitoring behavior, and side effects from medications.	
Common Accommodations	Establishing routines Taped textbooks Tape/digital recording Repeating and/or reinforcing information Tutor Note-taker	Use of assignment organizers and planners Step-by-step directions Structured lists and schedules Minimizing loud or repetitive sounds Extended time on assignments and/or tests Maintaining classroom order Behavior monitoring and modification

Emotional/Mental Disorders		
Examples	Generalized anxiety disorder, obsessive-compulsive disorder, panic disorder, post-traumatic stress disorder (PTSD), social phobia, bipolar disorder, personality disorder, depression, and eating disorders.	
Description	Psychiatric/psychological condition that adversely affects an individual's mental or behavioral performance over a long period of time and to a significant point.	
Behaviors Displayed	Poor concentration Low motivation Inability to tolerate stress Episodes of lower academic performance	Sleep disturbances Exaggerated fears Side effects of medications
Common Accommodations	Taped textbooks Tape/digital recording Tutor Note-taker Reader Extended time on assignments and/or tests	Incompletes or late withdrawals due to illness Excused medical absences Assistance with panic attack control Time management and study skills Relaxation and stress reduction techniques